

Impact of Catch Up Premium Plan

Summary Information					
School	Raglan Primary School				
Academic Year	2020-2021	Total Catch up premium	£35,040	Number of pupils	438

Action Plan for Recovery Funding During Lock down

Desired outcome	Impact
Wider Strategies(EEF) Parents will support children in engaging with the home school offer	Vast majority of parents supported children with home learning. Senior staff monitored the learning that was posted. Parents were contacted and offered support if their child was not posting learning and vulnerable children were offered a place in school and all children that were offered a place attended.
Children have access to quality education on line	Seesaw was introduced successfully across the school. The majority of parents found this platform accessible (survey sent out). Remote learning offer was started with parents. As lockdown progressed and staff expertise grew we were able to offer an increased number of face to face sessions and recorded lesson inputs.
To communicate effectively with parents during this period	Year group emails were set up which enabled parents to contact staff. Parents who were finding things challenging were contacted weekly.
Children are reading regularly	Bug club was purchased and introduced across the school as not able to send home actual books. Able to set level of book to meet the learning needs of all children. This ensured children continued to read regularly through lockdown. We are continuing with our subscription as a alternative/additional way for children to access reading.
To ensure a greater number of children have access to the appropriate technology	Ipads were loaned to families who did not have access to technology to enable them to access remote learning.
To improve the number of working laptops within school to support the quality of teaching both in school and remotely	Provided equipment to all teachers and support staff who required it to ensure able to provide high quality remote learning.
All staff will have the appropriate skills to teach remotely	Staff received training in the use of Seesaw, Teams and Office 365 to support remote learning. Staff also provided peer support to each other as well as weekly drop in sessions to develop best practice.

To ensure attendance remains high during this period of anxiety	Attendance continues to be above national average.
Total cost	
Teaching and whole school strategies	
To deliver training and support to address the changes	Regular updates were shared with staff. Opportunities provided for staff to share concerns.
To support on-going assessment to ensure 'recovery	TA's received training to enable them to offer additional support to children learning from home. Interventions planned by the teacher to address 'gaps'. TA's offered additional team meetings, small group and 1:1 support as appropriate

Action plan for recovery funding now school fully reopen

Desired outcome	Impact
Children confident and happy to be back in school and in a good place to learn	Wellbeing was the main focus when children returned to school. All classes returned to school. All classes introduced a way of children sharing how they were feeling. All classes had regular wellbeing/PHSE sessions to pre-empt and address any concerns. Minority of pupils identified who needed additional support, social skill type groups, 1:1 support, put in place to support children.
Targeted small group support, delivered by high quality teaching staff to support children who have gaps in their learning	Through pupil progress meetings children needing additional support were identified. All classes have been allocated additional adult time teaching/ teaching assistant implement interventions or revisit learning with identified children. Progress of children across the school is good.
Targeted small group support, delivered by high quality teaching assistants to support children who have gaps in their learning	Through pupil progress meetings children needing additional support were identified. All classes have been allocated additional adult time teaching/ teaching assistant implement interventions or revisit learning with identified children. Progress of children across the school is good.
TA training in TEAMS and SeeSaw	All TA's have received training. Confidence levels vary but all able to name using technology to support learning.

Specific support for children who have made the least progress	A small number of children are receiving individual support to address their specific area of need, phonics, reading, maths, wellbeing, social interaction.
Total cost	